

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

The February 1, 2007, Annual Performance Report under Part B of IDEA serves as Montana's accountability report on its performance relative to state performance targets identified in its State Performance Plan submitted to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on December 2, 2005. A copy of the State Performance Plan is available on the Office of Public Instruction's Web site at [www.opi.mt.gov/speced/](http://www.opi.mt.gov/speced/). The State Performance Plan was revised in January of 2007 in accord with OSEP's instructions to include information on the following new performance indicators.

It is important to note that for two of the following new indicators, baseline, targets and improvement activities are not required until February 2008. The information for these two indicators will be collected during the 2006-2007 school year.

- #4B Suspension/Expulsion
- #7 Preschool Outcomes: Entry Data (Baseline, targets and improvement activities not due until February 2008)
- #8 Parent Involvement
- #9 and #10 Disproportionality
- #11 Child Find
- #13 Postsecondary Transition (Baseline, targets and improvement activities not due until February 2008)
- #14 Postsecondary Outcomes
- #18 Resolution Session

In the development of this performance report, the OPI staff collected data from the multiple data collections currently implemented by the OPI, conducted an analysis of the data through review of performance at both the LEA and state levels and reviewed its improvement activities. Following this review, the data as well as improvement activities was shared and discussed with the Special Education Advisory Panel on December 14-15, 2006. The Panel reviewed and discussed the results of the performance on each of the indicators and made recommendations for the establishment of the targets under performance indicator "8" Parent Involvement. There was also discussion of the need to revise performance targets under indicator #3 Assessment using 2005-2006 as the baseline, because new grade levels were included in state-level assessment in 2005-2006 and the calculations for determination of AYP had been approved.

The February 1, 2007, Annual Performance Report will be made available to the public via the OPI Web site at [www.opi.mt.gov/speced](http://www.opi.mt.gov/speced) immediately following submittal to the U.S. Department of Education. An announcement of the report will also be sent to authorized representatives of the LEAs, directors of special education and to parents in February.

The report on performance of LEAs relative to the following indicators will be made available to the public by no later than May 31, 2007: graduation, dropout, assessment, long-term suspension/expulsion, least restrictive environment ages 3-5 and 6-21 and Early Childhood Transition. The OPI will not report any information on performance to the public that would result in the disclosure of personally identifiable information about individual children or data that is insufficient to yield statistically reliable information.

Questions regarding the Annual Performance Report should be directed to the OPI, Division of Special Education at 406-444-5661.

***Statistical Methods Used***

To ensure statistically sound data when assessing the state's progress in meeting its established performance target, a minimum number (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Montana is considered a frontier state with an exceptionally low-density population and a large number of rural schools. Fifty-six percent of Montana schools have fewer than 100 students enrolled. Eighty-four percent of Montana's districts are eligible under the Small, Rural School Achievement Program (SRSA). Results based on small sample sizes have a wider margin of error than those based on large sample sizes. The larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet its target based on measurement/sampling error.

### Monitoring Priority: FAPE in the LRE

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The following is a detailed explanation of how graduation measures were calculated.

### General Education Graduation Rates

Montana has adopted the National Center for Education Statistics (NCES) cohort method as a practical way to calculate a completion rate for general education students. The estimated cohort method utilizes both dropout and graduate data and can be calculated for all public schools using data from four consecutive years. This is the method used by Montana for assessing graduation rates in the AYP determinations for the No Child Left Behind Act (NCLB). The formula is:

$$\text{Completion Rate} = g / (g + d^{12}_t + d^{11}_{(t-1)} + d^{10}_{(t-2)} + d^9_{(t-3)}) \times 100$$

Where:

g = number of graduates receiving a standard high school diploma

t = year of graduation

d = dropouts

12, 11, 10, 9 = grade level

**Example:** The 2002-2003 Completion Rate for Montana High Schools = 10,657 Graduates for Class of 2003 divided by (10,657 Graduates for the Class of 2003 and 1,920 students dropped out over four years for a total of 12,577) multiplied by 100 = 79.6%.

### Special Education Graduation Rates

The *leaver graduation rate*<sup>1</sup> is an estimation of the status graduation rate that utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. This is similar to

<sup>1</sup> Westat. 1999. *Calculating Graduation and Dropout Rates: A Technical Assistance Guide*. December 1999. Contract #HS97020001.

## APR Template – Part B (4)

Montana  
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the graduation rate being proposed by NCES using the Common Core Data and what is being used to calculate the completion rates for general education.

The *leaver graduation rate* is calculated by dividing the number of graduates, ages 14-21+, in year A by the sum of the total school leavers (diploma + certificate + dropouts + reached maximum age). The formula is:

Leaver Graduation Rate =

$$G_{YA:14-21+} / (G_{YA:14-21+} + C_{YA:18+} + C_{YA-1:17} + C_{YA-2:16} + C_{YA-3:15} + C_{YA-4:14} + DO_{YA:18+} + DO_{YA-1:17} + DO_{YA-2:16} + DO_{YA-3:15} + DO_{YA-4:14} + MA_{YA:18+} + MA_{YA-1:17} + MA_{YA-2:16} + MA_{YA-3:15} + MA_{YA-4:14}) \times 100$$

Where:

G = Graduated with regular diploma

C = Certificate recipients

DO = Dropouts

MA = Students who reached the maximum age without receiving a diploma or certificate

$Y_A$  = Year A

$Y_{A-1}$  = Year A-1

$Y_{A-2}$  = Year A-2

$Y_{A-3}$  = Year A-3

$Y_{A-4}$  = Year A-4

**Example:** The 2002-2003 Completion Rate for students with disabilities = 759 students with disabilities graduating for Class of 2003 divided by (759 Graduates for the Class of 2003 + 307 students with disabilities exiting school over four years for a total of 1,066) multiplied by 100 = 71.2%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Given a minimum N of 10, the graduation rate for students with disabilities will decrease to 69.1 within a 95% confidence interval.

### Actual Target Data for FFY 2005 (2005-2006 School Year)

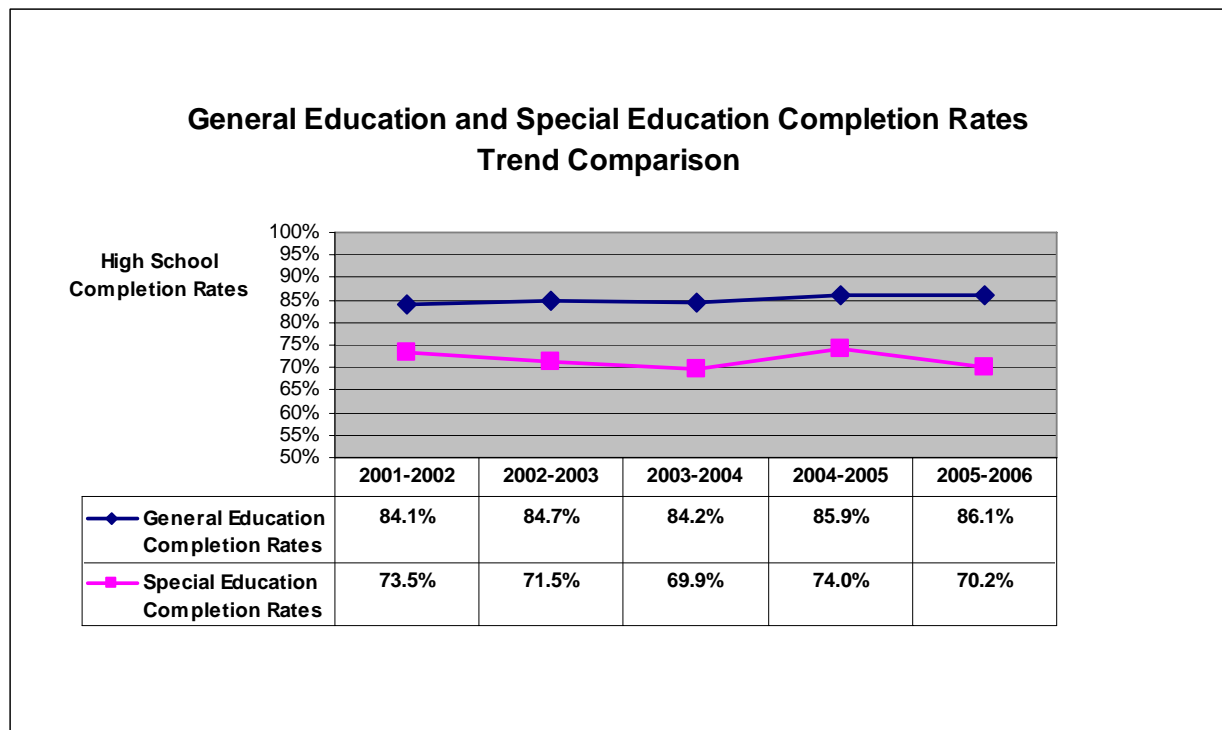
Target data for FFY 2005 for special education graduation rates are provided in Table 1 below. General education graduation rates are included in the table for comparison.

**Table 1. Montana Graduation Rates for School Year 2005-2006**

School Year	Graduate Count for General Education <sup>1</sup>	Completion Rates for General Education	Graduate Count for Special Education <sup>2</sup>	Completion Rates for Special Education
2005-2006	10283	86.1%	871	70.2%
<sup>1</sup> General education graduate counts are reported on October 1st annually through the OPI Annual Data Collection. This count includes students with disabilities and can not be disaggregated.				
<sup>2</sup> Special education graduate counts are reported on June 30th annually as part of the end of year special education data collection.				

Graduation rate trend data are presented in Figure 1 below for both general education and special education.

Figure 1. Montana Graduation Rate Trend Data

**Analysis of Target Data for FFY 2005 (2005-2006 School Year)**

The target data for FFY 2005 indicate that there is a 15.9 percent gap between the graduation rates of the general student population and the population of students with disabilities. The graduation rate for students with disabilities is 70.2 percent (see Table 1 above), while the graduation rate for the general student population is 86.1 percent. Analysis of the trend data (see Figure 1 above) also indicates that the graduation rates for students with disabilities are consistently lower than the graduation rates for the general student population. Further, there is an indication that the graduation rates for the general student population is showing a slight increase, while the graduation rates for students with disabilities have declined for FFY 2005. From 2001-2002 through 2003-2004 there was an average annual decline in graduation rates of students with disabilities of approximately 1.7 percent while the 2004-2005 data show there was a spike in the graduation rate of 4.2 percent from the previous year. In 2005-2006, the percent of students with disabilities graduating from high school decreased from 2004-2005. This rate is more in line with the first three years of the trend data presented above. Exiting data for 2004-2005 shows more students with disabilities were in the graduating class for 2004-2005 than in 2005-2006.

**Assessing State Progress in Meeting the FFY 2005 Performance Target**

The data in Table 2 below is used to assess the state's progress in meeting its performance target for FFY 2005. The FFY 2005 target was established using 2004-2005 data as the baseline. The OPI, in accord with the recommendations of the Special Education Advisory Panel, set a target, based on a sample size of a minimum N of 10, of achieving a 69.1 percent graduation rate for FFY 2005, within a 95 percent confidence interval. A confidence interval, based on the obtained completion rates for special education, is applied to reduce the effect of small sample sizes on the determination of performance.

**Table 2. Montana Performance Target Status for FFY 2005**

School Year	Graduate Count for Special Education	Completion Rates for Special Education	Confidence Interval - High	Confidence Interval - Low	Spp Performance Target for FFY 2005	State Performance Status
2005-2006	871	70.2%	73.2%	67.1%	69.1%	Met Target

For FFY 2005, the completion rate for students with disabilities is 70.2 percent and the established performance target is 69.1 percent (see Table 2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained completion rate for students with disabilities and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target of 69.1 percent, within a 95 percent confidence interval.

### LEA Review

Montana also conducted a review of LEA graduation rates to determine whether the LEAs were meeting the state's established performance target for FFY 2005. In calculating completion rates, Montana uses a cohort method to measure the proportion of students who, at some point in time, completed high school. Of the cohorts for students with disabilities graduating in the 2005-2006 school year, 163 LEAs reported students with disabilities exiting special education over a four-year period. Of the 163 reporting LEAs, 135 did not have a minimum N of 10 students exiting special education to yield statistically reliable information. Of the 28 LEAs with a minimum N of 10 students, 27 LEAs met the state's FFY 2005 performance target for graduation rates of 69.1 percent, within a 95 percent confidence interval.

Further analysis of special education completion rate data was conducted with the one LEA that did not meet the state's performance target for special education completion rates. This LEA is one of seven high school districts that have an enrollment of more than 1,250 students. A review of completion rates for students with disabilities by racial/ethnic categories in this LEA indicates three racial/ethnic categories (Asian or Pacific Islander, Black or African American, and Hispanic or Latino) do not meet the minimum N of 10 to be included in the analysis. The other two racial/ethnic categories, American Indian/Alaskan Native and White, Non-Hispanic, met the state's performance target of 69.1 percent within a 95 percent confidence interval for this LEA. Trend data analysis of the special education completion rates for this LEA indicate an average annual increase in special education completion rates for American Indian/Alaskan Native of 2.8 percent and an average annual increase in special education completion rates for White, Non-Hispanic of 2.4 percent over the last four years.

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 School Year)

Until the OPI has its student-based data collection system fully implemented, it is difficult to fully assess the progress being made. There is a major effort on the part of LEAs to improve the graduation rates of all students. Collaboration across divisions within the OPI has helped to focus efforts on research-proven strategies leading to increased graduation rates. It is felt that research-based programs such as Reading First will have a major influence on improved outcomes for students. The effects of this will not likely be seen until students currently in elementary school reach high school.

The OPI implemented all of the improvement activities identified in the State Performance Plan for this indicator.

Through the Montana American Indian Dropout Prevention Grant (MAIDPG), the six participating districts implemented activities such as:

- creating a formal mentoring program to improve student academic achievement and student retention;
- working on a school improvement plan that focuses on research-based methods for improving student achievement and successful transitioning from middle to high school, utilizing cohorts in self-contained sixth, seventh, and eighth-grade classrooms;
- providing a teacher and coordinator for the district credit recovery program; and developing a parent resource center; and
- developing the Blackfeet Academy Wilderness Adventure Program, which is designed to keep at-risk middle school students actively engaged in their education over the summer months and to build self-esteem and leadership skills, this program also implements adult and peer mentoring.

Although grant funding has ended, all of the districts which received grant money will continue to fund the programs through Title I monies, private grants, district general fund money, and/or community support.

The OPI provided IDEA Part B discretionary grant funds to the parent training and information center (PTI), Parents, Let's Unite for Kids (PLUK), for the purposes of providing strategies for parents' involvement and support of their child's education. The PLUK newsletter provides information on training opportunities for parents, as well as promising practices. Additionally, PLUK provided training to parents and educators on special needs financial planning, IDEA reauthorization, resources for students with autism, ADHD issues, and Bullying Prevention Strategies and Solutions. Some trainings are available on the internet, allowing parents to access the training at their convenience.

To assist schools in the development of coordinated transition activities, the OPI published a Frequently Asked Question document on Secondary Transition. This document informed districts of the transition changes that were a part of the IDEA 2004. Transition coaches provided assistance to districts in improving the transition process.

Through its Focused Intervention procedures, the OPI identified one LEA as having a high dropout rate of students with disabilities. Through a collaborative process with the OPI, the LEA reviewed and verified its dropout data and further reviewed its practices and procedures. Following these reviews, the LEA considered strategies which might decrease dropout rates and improve graduation rates. As a result, the LEA implemented a 'Freshman Academy' for students with disabilities newly entering high school. The OPI provided IDEA Part B discretionary grant funds to the LEA to support its improvement strategies.

The five Montana CSPD regions conducted professional development activities in the following areas: Frameworks for Understanding Poverty; Understanding and Preventing Bullying in schools; differentiated instruction; youth with disabilities in transition; transitioning into adult services; position behavioral supports for schools. Attendees at these development activities represented general education and special education personnel. In addition, CSPD helped fund the Montana Youth Leadership Program (MYLF) conference. The MYLF works to improve the employment and independent living outcomes of youth with disabilities transitioning from high school.

The OPI continued to support the Montana Behavioral Initiative (MBI). The MBI assists educators, parents, and other community members in developing the attitudes, skills, and systems necessary to ensure that each student, regardless of ability or disability, leaves public education with social and academic competence to enter the community. The annual MBI Institute had 750 participants who attended strands that included learning topics in the following areas: Best Practices in Indian Education, working with the bully and the bullied, addressing truancy in schools, and designing and implementing evidence-based positive behavioral support systems in schools.

The Indian Education Division works collaboratively with other divisions in the OPI and has an active Web site which provides model curriculums, classroom materials, sample lesson plans and other documents to assist LEAs in the implementation of Indian Education for All. Indian Education for All is expected to have a positive influence on increasing graduation rates and decreasing dropout rates for American Indian students.

The OPI began its work on the development of a student information and management system which will result in a single, comprehensive, data collection and reporting system. This will improve the data collection and reporting for indicators which require a comparison between general education and special graduation and dropout rates.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2004-2005 School Year)**

Revisions were made to the State Performance Plan. In its letter of 2/27/06, the OSEP directed the OPI to provide baseline data from 2004-2005, as well as to provide progress data for 2005-2006. To address this requirement the OPI revised its State Performance Plan as follows: 2004-2005 graduation data was added to the State Performance Plan, analysis provided and a new baseline established using the 2004-2005 data. In accord with recommendations from the Special Education Advisory Panel, performance targets were modified based on analysis of the 2004-2005 data. No revisions were made to improvement activities.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development:**

Refer to page one

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The following is a detailed explanation of how dropout measures were calculated.

**General Education Dropout Rates**

Montana school districts report an aggregated count of dropouts on October 1 each year. This count is part of the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. The count includes students with disabilities. The count cannot be disaggregated. Therefore, the general education dropout rate is considered a dropout rate for all youth within the district that have dropped out of school. It is an event rate, a snapshot of the student body at the start of each school year to count dropouts for the previous school year. A student present in the school system on October 1 is not a dropout even if he or she was absent from school much of the previous school year.

Dropout Rates are calculated by dividing the number of dropouts as defined above, grades 7-12, by the number of students, grades 7-12, reported on the October enrollment data collection.

***Number of dropouts, grades 7-12 / Number of students enrolled, grades 7-12***

**Special Education Dropout Rates**

Montana's collection of special education dropout data is a **separate** data collection from the NCES CCD data collection for school population dropouts. The special education dropout collection is part of a larger collection of exiting data as required by the U.S. Department of Education, Office of Special Education Programs. The reporting period for special education dropout data is July 1 through June 30 of the reporting year. This is a status count in which the student's status at the end of the reporting year is used to determine whether that student is a dropout.

Dropout rates are calculated by dividing the number of special education dropouts as defined above, ages 14-21, by the number of students with disabilities, ages 14-21, reported on the December 1 child count.

***Number of dropouts, ages 14-21 / Number of students with disabilities, ages 14-21***

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Given a minimum N of 10, decrease the dropout rate of students with disabilities to 5.8% within a 95% confidence interval.



**Actual Target Data for FFY 2005 (2005-2006 School Year)**

Target data for FFY 2005 for special education dropout rates are provide in Table 3 below. Dropout rates for the general school population are included in the table for comparison.

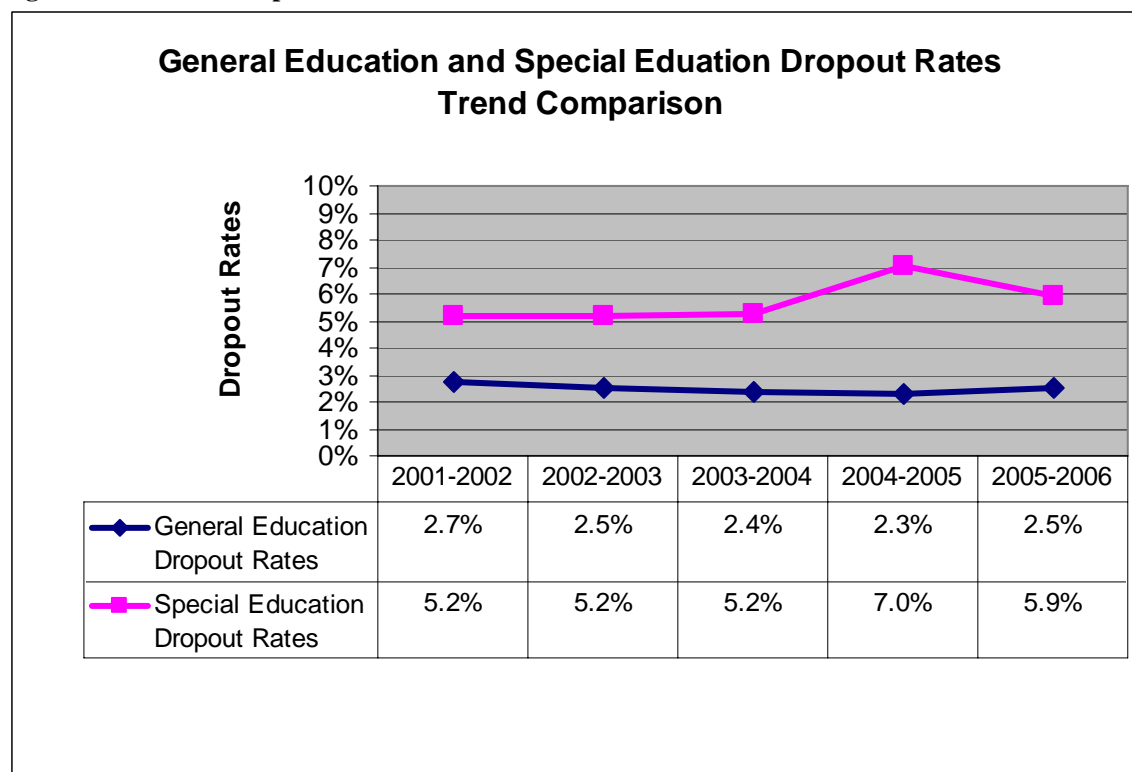
**Table 3. Montana Dropout Rates for School Year 2005-2006**

School Year	General Education Dropout Count, Grades 7-12 <sup>1</sup>	General Education Dropout Rate	Special Education Dropout Count, Ages 14-21 <sup>2</sup>	Special Education Dropout Rate
2005-2006	1807	2.5%	383	5.9%

<sup>1</sup>General Education Dropout Count, grades 7-12, includes student with disabilities and can not be disaggregated. The count is taken on October 1st annually as part of OPI's Annual Data Collection.

<sup>2</sup>Special Education Dropout Count, ages 14-21, are reported on June 30th annually as part of OPI's Special Education Exiting Data Collection.

Dropout rate trend data for both students with disabilities and the general school population are presented in Figure 2 below.

**Figure 2. Montana Dropout Rate Trend Data****Analysis of Target Data for FFY 2005 (2005-2006 School Year)**

The target data for FFY 2005 indicate that there is a 3.4 percent gap between the dropout rates for the general student population and the population of students with disabilities. The dropout rate for students with disabilities is 5.9 percent while the dropout rate for the general student population is 2.5 percent (see Table 3 above). Analysis of trend data also indicates that the dropout rates for students with disabilities are consistently higher than the dropout rates for the general student population (see Figure 2 above).

Further, the dropout rates for the general student population have remained consistent over the last five years, while the dropout rates for students with disabilities indicate a sharp increase in dropout rates for FFY 2004 (2004-2005 school year), then dropping back to a rate consistent with previous years. A change in the exiting categories for reporting students with disabilities exiting special education suggests that this may be the cause of the increase in the number of students with disabilities reported as dropping out for the 2004-2005 school year. To meet the requirements for reporting 618 exiting data to the U.S. Department of Education, Montana modified the available exiting data definitions by removing the "Moved, Not Known to be Continuing" category and instructing the LEAs to report students previously reported under this category as dropouts.

### ***Assessing State Progress in Meeting the FFY 2005 Performance Target***

The data presented in Table 4 below is used to assess the state's progress in meeting its performance target for FFY 2005. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 5.2 percent for FFY 2005, within a 95 percent confidence interval. When assessing the state's progress in meeting its established performance target for dropout rates, a minimum N and confidence interval based on the obtained dropout rate for students with disabilities is applied to reduce the effect of small sample sizes on the determination of performance.

**Table 4. Montana's Performance Target Status for FFY 2005**

School Year	Dropout Cnt for Special Education	Dropout Rates for Special Education	Confidence Interval - High	Confidence Interval - Low	Spp Performance Target	State Performance Status
2005-2006	383	5.9%	8.8%	4.0%	5.8%	Met Target

Target data for FFY 2005 indicate the dropout rate for students with disabilities is 5.9 percent and the established performance target is 5.8 percent (see Table 4 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained dropout rate for students with disabilities of 5.9 percent and the established performance target of 5.8 percent. Therefore, given a sample size of a minimum N of 10, the state has met its performance target, within a 95 percent confidence interval.

### **LEA Review**

Montana also conducted a review of LEA dropout rates for students with disabilities to evaluate LEA progress in meeting the state's performance target for FFY 2005. The dropout rate for students with disabilities is defined as the proportion of students with disabilities, ages 14-21, reported as dropping out of school in relation to all students with disabilities, ages 14-21, reported on the December 1 child count. For FFY 2005 (2005-2006 school year), 432 LEAs reported students with disabilities, ages 14-21. Seventy-three percent, or 315 LEAs reporting, did not meet the requirement of a sample size of a minimum N of 10. The total dropout count is 7 dropouts from a total student count of 684 students with disabilities in those LEAs. Statistically significant differences were not calculated for these LEAs as the available data is insufficient to yield statistically reliable information. Based on a sample size of a minimum N of 10, 27 percent of the LEAs, or 117 LEAs reporting, met the state's performance target for dropout rates for students with disabilities of 5.8 percent, within a 95 percent confidence interval.

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 School Year)**

Until the OPI has its student-based data collection system fully implemented, it is difficult to fully assess the progress being made. There is a major effort on the part of LEAs to improve the graduation rates and decrease the dropout rates of all students. Collaboration across divisions within the OPI have helped to focus efforts on research-proven strategies leading to increased graduation rates and decreased dropout rates. It is felt that research-based programs such as Reading First will have a major influence on

improved outcomes for students. The effects of this will not likely be seen until students currently in elementary school reach high school. Additionally, we expect to see a positive change in graduation and dropout rates for American Indian students as the result of collaborative efforts with the Indian Education Division to improve outcomes for American Indian students.

The OPI implemented all of the improvement activities identified in the State Performance Plan for this indicator.

Through the Montana American Indian Dropout Prevention Grant (MAIDPG), the six participating districts implemented activities such as:

- creating a formal mentoring program to improve student academic achievement and student retention;
- working on a school improvement plan that focuses on research-based methods for improving student achievement and successful transitioning from middle to high school, utilizing cohorts in self-contained sixth, seventh, and eighth-grade classrooms;
- providing a teacher and coordinator for the district credit recovery program; and developing a parent resource center; and
- developing the Blackfeet Academy Wilderness Adventure Program, which is designed to keep at-risk middle school students actively engaged in their education over the summer months and to build self-esteem and leadership skills. This program also implements adult and peer mentoring.

The grant's final funding date was August 31, 2006. All of the districts which received grant money will continue to fund the programs through Title I monies, private grants, district general fund money, and/or community support.

The OPI provided IDEA Part B discretionary grant funds to the parent training and information center (PTI), Parents, Let's Unite for Kids (PLUK), for the purposes of providing strategies for parents' involvement and support of their child's education. The PLUK newsletter provides information on training opportunities for parents, as well as promising practices. Additionally, PLUK provided training to parents and educators on special needs financial planning, IDEA reauthorization, resources for students with autism, ADHD issues, and Bullying Prevention Strategies and Solutions. Some trainings are available on the internet, allowing parents to access the training at their convenience.

To assist schools in the development of coordinated transition activities, the OPI published a Frequently Asked Questions document on Secondary Transition. This document informed districts of the transition changes that were a part of the IDEA 2004. Transition coaches provided assistance to districts in improving the transition process.

Through its Focused Intervention procedures, the OPI identified one LEA as having a high dropout rate of students with disabilities. Through a collaborative process with the OPI, the LEA reviewed and verified its dropout data and further reviewed its practices and procedures. Following these reviews, the LEA considered strategies which might decrease dropout rates and improve graduation rates. As a result, the LEA implemented a 'Freshman Academy' for students with disabilities newly entering high school. The OPI provided IDEA Part B discretionary grant funds to the LEA to support its improvement strategies.

The five Montana CSPD regions conducted professional development activities in the following areas: Frameworks for Understanding Poverty; Understanding and Preventing Bullying in schools; differentiated instruction; youth with disabilities in transition; transitioning into adult services; position behavioral supports for schools. Attendees at these development activities represented general education and special education personnel. In addition, CSPD helped fund the Montana Youth Leadership Program (MYLF) conference. The MYLF works to improve the employment and independent living outcomes of youth with disabilities transitioning from high school.

The OPI continued to support the Montana Behavioral Initiative (MBI). The MBI assists educators, parents, and other community members in developing the attitudes, skills, and systems necessary to ensure that each student, regardless of ability or disability, leaves public education with social and

academic competence to enter the community. The annual MBI Institute had 750 participants who attended strands that included learning topics in the following areas: Best Practices in Indian Education, working with the bully and the bullied, addressing truancy in schools, and designing and implementing evidence-based positive behavioral support systems in schools.

The Indian Education Division works collaboratively with other divisions in the OPI and has an active Web site which provides model curriculums, classroom materials, sample lesson plans and other documents to assist LEAs in the implementation of Indian Education for All. Indian Education for All is expected to have a positive influence on increasing graduation rates and decreasing dropout rates for American Indian students.

The OPI began its work on the development of a student information and management system which will result in a single, comprehensive, data collection and reporting system. This will improve the data collection and reporting for indicators which require a comparison between general education and special education and dropout rates.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006 School Year):**

*[If applicable]*

Revisions were made to the State Performance Plan. In its letter of 2/27/06, the OSEP directed the OPI to provide baseline data from 2004-2005, as well as to provide progress data for 2005-2006. To address this requirement the OPI revised its State Performance Plan as follows: 2004-2005 dropout data was added to the State Performance Plan, analysis provided and a new baseline established using the 2004-2005 data. In accord with recommendations from the Special Education Advisory Panel, performance targets were modified based on analysis of the 2004-2005 data. No revisions were made to improvement activities.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development:**

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**Monitoring Priority: FAPE in the LRE****Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

- A. Percent =  $\left[ \frac{\text{(\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs))}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}} \right] \times 100$ .
- B. Participation rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in regular assessment with no accommodations (percent =  $\left[ \frac{(b)}{(a)} \right] \times 100$ );
  - c. # of children with IEPs in regular assessment with accommodations (percent =  $\left[ \frac{(c)}{(a)} \right] \times 100$ );
  - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent =  $\left[ \frac{(d)}{(a)} \right] \times 100$ ); and
  - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent =  $\left[ \frac{(e)}{(a)} \right] \times 100$ ).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent =  $\left[ \frac{(b + c + d + e)}{(a)} \right]$ .

- C. Proficiency rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent =  $\left[ \frac{(b)}{(a)} \right] \times 100$ );
  - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent =  $\left[ \frac{(c)}{(a)} \right] \times 100$ );
  - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent =  $\left[ \frac{(d)}{(a)} \right] \times 100$ ); and
  - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent =  $\left[ \frac{(e)}{(a)} \right] \times 100$ ).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].
---

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	<p>A. Within a 95% confidence interval, 80% of districts will meet the state's AYP objectives for progress for the disability subgroup when using AYP calculation methodologies in effect on 11/18/05.</p> <p>B. Within a 95% confidence interval, 98% of students with disabilities will participate in the state-level assessment.</p> <p>C. 29.5 % of all students with disabilities tested will be at the proficient or above level within a 95% confidence interval when using AYP calculation procedures, including grade levels tested and AMO objectives and performance thresholds in effect on 11/18/05.</p>

**Actual Target Data for FFY 2005 (2005-2006 School Year)**

For the 2005-2006 school year, Montana received approval for its revised accountability process, including the calculation methodology for determining districts and schools meeting AYP and the addition of grades 3, 5, 6, and 7 to its statewide assessment. These revisions included establishing new cut points for determinations for Novice, Nearing Proficient, Proficient, and Advanced. Additionally, the revisions included establishing new thresholds for the Annual Measurable Objectives (AMO) used in determining AYP for schools in the calculated process and the small schools process. Due to the revisions of Montana's Accountability process, it is necessary to establish a new baseline and targets for this indicator. New baseline data for FFY 2005 (2005-2006 school year) is presented below.

**Indicator 3A – AYP**

Table 5 below presents new baseline data on the percent of districts that have a disability subgroup that meets the minimum N of 40 and meets Montana's AYP objectives for progress for the disability subgroup for the 2005-2006 school year.

**Table 5. Districts Meeting AYP for Disability Subgroup for the 2005-2006 School Year**

AYP Objectives	Overall (across Content Areas)	
	#	%
Districts with a disability subgroup meeting Montana's minimum N size	53	
Districts meeting Montana's AYP objectives for progress for students with IEPs	21	39.6%

**Indicator 3B – Participation Rates**

Table 6 below presents new baseline data for FFY 2005 (2005-2006 school year) for the participation of children with disabilities in statewide assessments. The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate for the subject areas of reading and math for all grades assessed.

**Table 6. Participation Rates of Students with IEPs for All Grades Assessed in the 2005-2006 School Year**

Participation	Math		Reading		Overall (across Content Areas) <sup>3</sup>	
	#	%	#	%	#	%
(a) Number in grades assessed	9753		9753		19506	
(b) Regular assessment (CRT) with no accommodations	3284	33.7%	3193	32.7%		
(c) Regular assessment (CRT) with accommodations <sup>1</sup>	5738	58.8%	5838	59.9%		
(d) Alternate assessment against grade level achievement standards <sup>2</sup>	0	0.0%	0	0.0%		
(e) Alternate assessment (CRT-Alt) against alternate achievement standards	625	6.4%	626	6.4%		
<b>Overall rate of participation in statewide assessment for students with IEPs</b>	<b>9647</b>	<b>98.9%</b>	<b>9657</b>	<b>99.0%</b>	<b>19304</b>	<b>99.0%</b>

Source: Montana Statewide Assessment data and ADC Enrollment data.

<sup>1</sup>Regular assessment with accommodations include all students who participated with accommodations (both standard and nonstandard).

<sup>2</sup>Montana does not use an alternate assessment scored against grade level achievement standards at this time.

<sup>3</sup>Overall Participation Rates is equal to the number of student tests scored proficient or above in Math and Reading divided by the total number of tests taken in Math and Reading.

**Indicator 3C – Proficiency Rates**

Table 7 below presents new baseline data for FFY 2005 (2005-2006 school year) for the proficiency rates of students participating in Montana's Criterion-Reference Test (CRT) and the CRT-Alternate (CRT-Alt) for all grades assessed in the subject areas of reading and math.

**Table 7. Proficiency Rates of Students with IEPs for All Grades Assessed in the 2005-2006 School Year**

Proficiency	Math		Reading		Overall (across Content Areas) <sup>3</sup>	
	#	%	#	%	#	%
(a) Number in grades assessed	9753		9753		19506	
(b) Proficient or above in regular assessment (CRT) with no accommodations	1091	11.2%	1670	17.1%		
(c) Proficient or above in regular assessment (CRT) with accommodations <sup>1</sup>	975	10.0%	1640	16.8%		
(d) Proficient or above in alternate assessment against grade level standards <sup>2</sup>	0	0.0%	0	0.0%		
(e) Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	390	4.0%	478	4.9%		
<b>Overall rate of proficiency or above for students with IEPs</b>	<b>2456</b>	<b>25.2%</b>	<b>3788</b>	<b>38.8%</b>	<b>6244</b>	<b>32.0%</b>

Source: Montana Statewide Assessment data and ADC Enrollment data.

<sup>1</sup>Regular assessment with accommodations include all students who participated with accommodations (both standard and nonstandard).

<sup>2</sup>Montana does not use an alternate assessment scored against grade level achievement standards at this time.

<sup>3</sup>Overall Performance Rates is equal to the number of student tests scored proficient or above in Math and Reading divided by the total number of tests taken in Math and Reading.

**Analysis of Target Data for FFY 2005 (2005-2006 School Year):****Indicator 3A – AYP**

The original target for indicator 3A in FFY 2005 (2005-2006 school year) indicates that, within a 95 percent confidence interval, 80 percent of districts will meet the state AYP objectives for progress for the disability subgroup when using AYP calculation methodology that was in effect on 11/18/05. This target was set at a time that Montana had not received final approval for the All Schools Accountability Process (ASAP) methodology for calculating AYP.

Applying the current Office of Elementary and Secondary Education (OESE) approved AYP Workbook (accountability plan) with a revised methodology compared to the methodology of the former ASAP process, produces a different data set for judging the percent of districts meeting the state's AYP objectives for progress for the disability subgroup. Furthermore, the addition of new grades in the statewide assessment necessitated recalibration of cut scores and establishing new thresholds for the AMO. The combination of these factors renders the data for FFY 2005 incompatible for assessing the state's performance in meeting its FFY 2005 target for this indicator. Therefore, FFY 2005 (2005-2006 school year) data is used to establish a new baseline and targets will be revised in the State Performance Plan.

### **Indicator 3B – Participation Rates**

The new baseline data for FFY 2005 (2005-2006 school year) indicate that the overall participation rate for students with disabilities in both the CRT and the CRT-Alternate is 99 percent (see Table 6 above). Further, the overall participation rate for students with disabilities for math is 98.9 percent and 99 percent for reading.

### **Indicator 3C – Proficiency Rates**

The new baseline data for FFY 2005 (2005-2006 school year) indicate that the overall proficiency rate for students with disabilities in both the CRT and the CRT-Alternate is 32 percent. Further, the overall proficiency rate for students with disabilities for math is 25.2 percent and 38.8 percent for reading (see Table 7 above).

### ***Assessing State Progress in Meeting the FFY 2005 Performance Target:***

#### **Indicator 3A – AYP**

Revisions to Montana's school and district accountability process require that a new baseline be used to revise the targets related to the number of districts meeting AYP objectives for the disability subgroup. Revised targets have been included in the State Performance Plan.

#### **Indicator 3B – Participation Rates**

In comparing the established performance target for FFY 2005 to the new baseline data for FFY 2005, we can see that the overall participation rates for students with disabilities are still aligned with the established performance targets. Therefore, no revisions will be made for this indicator.

#### **Indicator 3C – Proficiency Rates**

The addition of new cut scores and the new AMO thresholds of calculating proficiency make it impossible to determine whether the FFY 2005 target was achieved. Targets for this indicator have been revised using the FFY 2005 (2005-2006 school year) data as a new baseline.

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006 School Year)**

The OPI implemented and plans to continue implementation of the improvement strategies identified in the State Performance Plan;

The LEAs continue to implement differentiated instruction strategies and are supported in their efforts through professional development opportunities provided through CSPD activities;

Division of Special Education personnel and ESEA Reading First staff provided training to general education and special education staff on research-based strategies that lead to improved instruction in reading and math;

The MBI Summer Institute was attended by over 700 personnel and MBI facilitators. This initiative assists LEAs in implementation of strategies which promote a positive environment to support student learning;

The OPI is implementing a pilot study on the feasibility of establishing an alternate assessment to be known as the "CRT-Modified";

The State Personnel Grant is implementing training on Universal Design for Learning (UDL) as a strategy for improving access to the general curriculum; and



The OPI works collaboratively with Indian Education staff on strategies to improve student achievement.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /  
Resources for FFY 2005 (2005-2006 School Year):**

*[If applicable]*

Montana's approved accountability process includes revised AYP calculation methodologies and the addition of new grades in the statewide assessment for FFY 2005 (2005-2006 school year). Because of these changes, it is necessary for the state to revise its baseline and performance targets for this indicator. New baseline, targets, and improvement activities have been included in the State Performance Plan.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: FAPE in the LRE****Indicator 4: Rates of suspension and expulsion**

- A. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

**Significant Discrepancy Definition**

An LEA is determined to have a significant discrepancy if the LEA has a minimum N of 10, demonstrates a statistical difference in long-term suspension and expulsion rates, and there is evidence that the LEA implements policies and/or procedures that are inconsistent with IDEA 2004 requirements.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	A. Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities at 0%, within a 95% confidence interval.

**Actual Target Data for FFY 2005 (2005-2006 School Year):****Indicator 4A**

Statewide long-term suspension and expulsion rates for both students with disabilities and nondisabled students are presented in Table 8 below.

**Table 8. Montana's Long-term Suspension and Expulsion Rates for School Year 2005-2006**

School Year	Number of Special Education Students with Long-term Suspension or Expulsion <sup>1</sup>	Special Education Child Count <sup>2</sup>	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion <sup>3</sup>	General Education Enrollment <sup>4</sup>	Regular Education Long-term Suspension and Expulsion Rates
2005-2006	95	17293	0.5%	372	144610	0.3%

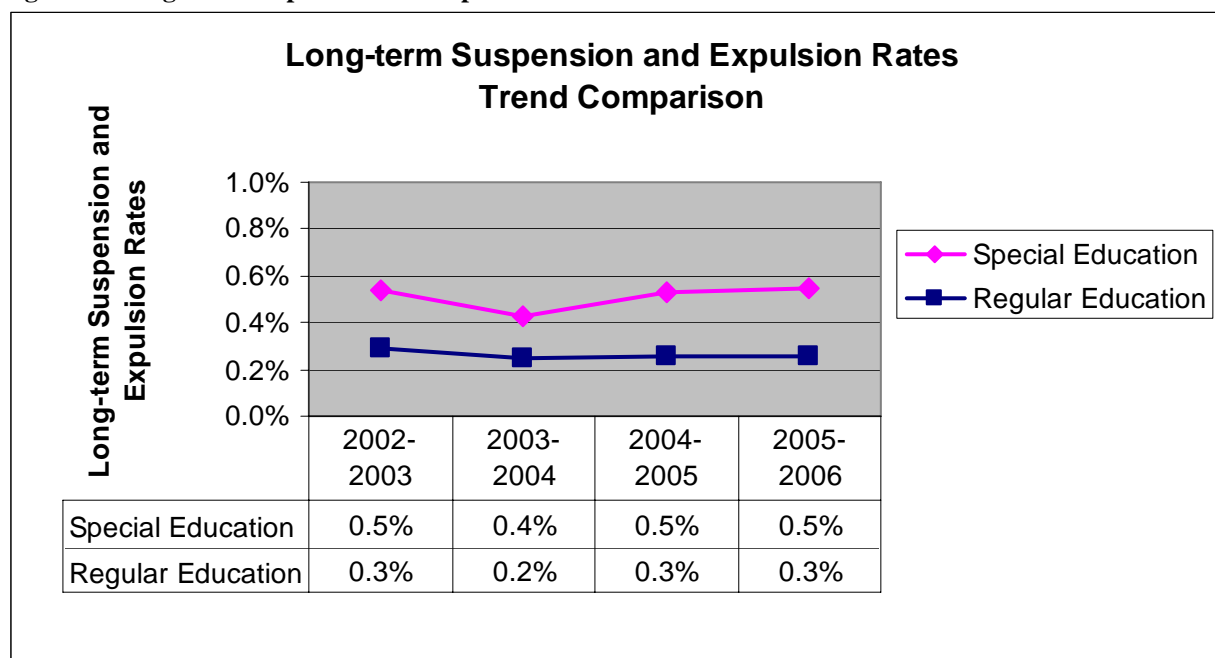
<sup>1</sup>Count of students with disabilities who qualify for services under IDEA, with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

<sup>2</sup>Special education counts are students with disabilities who qualify for services under IDEA, ages 6-21, reported on the December 1st child count.

<sup>3</sup>Count of nondisabled students with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

<sup>4</sup>Students enrolled as of October 1st of the count year in grades K-12. This count includes students with disabilities who qualify under IDEA and can not be disaggregated.

Long-term suspension and expulsion rate trend data are presented in Figure 3 below. The trend data is used to compare the long-term suspension and expulsion rates for students with disabilities to the rates of nondisabled students over time.

**Figure 3. Long-term Suspension and Expulsion Rates Trend Data****Analysis of Target Data for FFY 2005 (2005-2006 School Year)**

The target data for FFY 2005 indicate that there is a .2 percent gap between the long-term suspension and expulsion rates of students with disabilities compared to the rates of nondisabled students. The long-term suspension and expulsions rate for students with disabilities is .5 percent compared to the rate for nondisabled students of .3 percent (see Table 8 above). Analysis of trend data also indicates that the long-term suspension and expulsion rates for students with disabilities are consistently higher than the

rates for nondisabled students (see Figure 3 above). Further, there is an indication that the long-term suspension and expulsion rates for both students with disabilities and nondisabled students have remained relatively stable over the last five years.

### ***Assessing State Progress in Meeting the FFY 2005 Performance Target***

Table 9 below presents the results of the Office of Public Instruction's review of LEA data relative to the long-term suspension and expulsion rates for students with disabilities as compared to the rates of nondisabled students within each LEA.

**Table 9. LEA Review of Long-Term Suspension and Expulsion Rates**

School Year	Number of LEAs <sup>1</sup>	Number of LEAs reporting long-term suspensions and/or expulsions <sup>2</sup>	Number of LEAs reporting long-term suspension and/or expulsions for students with disabilities <sup>3</sup>	Percent of LEAs reporting long-term suspension and/or expulsions for students with disabilities <sup>4</sup>	Percent of LEAs identified with significant discrepancy <sup>5</sup>
2005-2006	436	104	48	11.0%	0%
<sup>1</sup> Number of public schools in Montana for the school year 2005-2006 <sup>2</sup> Number of public schools that reported long-term suspension and/or expulsions in school year 2005-2006. The LEAs may be duplicated in that an LEA may have suspended or expelled both special education and regular education students. <sup>3</sup> Of the number of all LEAs reporting long-term suspension and/or expulsions, the number of LEAs reporting long-term suspension and/or expulsions for students with disabilities. <sup>4</sup> Of the number of all LEAs in the state, the percent reporting long-term suspension and/or expulsions for students with disabilities. <sup>5</sup> Of the number of LEAs reporting long-term suspension and/or expulsions for students with disabilities, the count of long-term suspension and expulsions is extremely small and no LEA met the requirement of a minimum N of 10 in order to conduct a statistical test of difference.					

The data in Table 9 above indicate that 11 percent of the districts in the state reported long-term suspension and expulsions for students with disabilities. Of these 11 percent, no LEA was identified as having a significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities.

The data presented in Table 10 below is used to assess the state's progress in meeting its performance target for FFY 2005. The state set a target, based on a sample size of a minimum N of 10, of having 0 percent of LEAs identified as having a significant discrepancy in long-term suspension and expulsion rates for students with disabilities, within a 95 percent confident interval.

**Table 10. Montana's Performance Target Status for FFY 2005**

School Year	Number of LEAs	Number of LEAs reporting long-term suspensions and/or expulsions	Number of LEAs reporting long-term suspension and/or expulsions for students with disabilities	Percent of LEAs reporting long-term suspension and/or expulsions for students with disabilities	Percent of LEAs identified with significant discrepancy	Spp Performance Target	State Performance Status
2005-2006	436	104	48	11.0%	0%	0.0%	Met Target

For FFY 2005, 0 percent of the LEAs were identified as having significant discrepancy in the long-term rates of suspensions and expulsions for students with disabilities when compared to the long-term

suspension and expulsion rates of nondisabled students. Given a sample size of a minimum N of 10, the state has met its performance target of 0 percent, within a 95 percent confidence interval.

Review of 2005-2006 data from due process, complaints, and compliance monitoring shows no corrective actions given related to LEAs regarding student discipline procedures.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 School Year)**

The LEAs continue to have a low rate of long-term suspensions and/or expulsions. None of the LEAs met the minimum N of ten. Improvement activities have been highly successful in assisting parents and LEAs in supporting students' needs in a proactive manner.

- The Early Assistance Program (EAP) has had a significant impact on decreasing the rate of out-of-school suspensions/expulsions.

- Montana's five CSPD regions offered training on positive behavior supports and discipline, (MBI) Montana's positive behavioral supports process.

- The Montana Behavioral Initiative (MBI) also continued to have a positive and significant impact on suspension/expulsion in Montana schools. The MBI assists educators, parents, law enforcement, mental health providers, and other community members in developing the attitudes, skills and systems necessary to ensure that each student, regardless of ability or disability, leaves Montana schools and enters the community with social and academic competence. This year, an additional 21 sites received professional development and local facilitator training to provide implementation of the MBI process. These training sessions included data collection. School MBI teams are required to collect data and determine site needs and status as part of the data analysis. Schools review suspension/expulsion rates and develop goals and create interventions as needed.

- The annual MBI institute had 750 participants who attended strands that included topics in Indian Education, truancy, bully prevention, creating positive school climate, universal, targeted, and intensive interventions, conscious classroom management, and instructional strategies. The institute is a collaborative professional development activity with the Montana Board of Crime Control which promotes the inclusion of law enforcement especially school resource officers as part of school teams. The Early Childhood strand included partnerships with Part C, Head Start and other Early Childhood providers.

- Both the facilitator training and the institute provided training in safety enhancement activities such as emergency and crisis planning. The Montana Department of Emergency services and the Division of Education and Research at the University of Montana provided this training.

- Additionally, four MBI regional youth days were held for student teams to develop action plans around positive school climate, diversity and other inclusionary activities. Over 300 students participated in the youth days.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006 School Year)**

*[If applicable]*

Indicator 4B is a new indicator. The State Performance Plan has been revised to include baseline data, performance targets, and improvement activities.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development:**

Refer to page one

**Monitoring Priority: FAPE in the LRE****Indicator 5:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;<sup>2</sup>
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	<p><b>A.</b> Given a minimum N of 10, 50% of students with disabilities removed from regular class less than 21% of the day within a 95% confidence interval.</p> <p><b>B.</b> Given a minimum N of 10, 12% of students with disabilities removed from regular class greater than 60% of the day within a 95% confidence interval.</p> <p><b>C.</b> Given a minimum N of 10, 1.8% of students with disabilities served in public or private separate schools, residential placements, or to homebound or hospital placements within a 95% confidence interval.</p>

<sup>2</sup> At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

**Actual Target Data for FFY 2005 (2005-2006 School Year):**

FFY 2005 educational placement target data for students with disabilities, ages 6-21, are provided in Table 11 below.

**Table 11. Montana's Educational Placement Data for School Year 2005-2006**

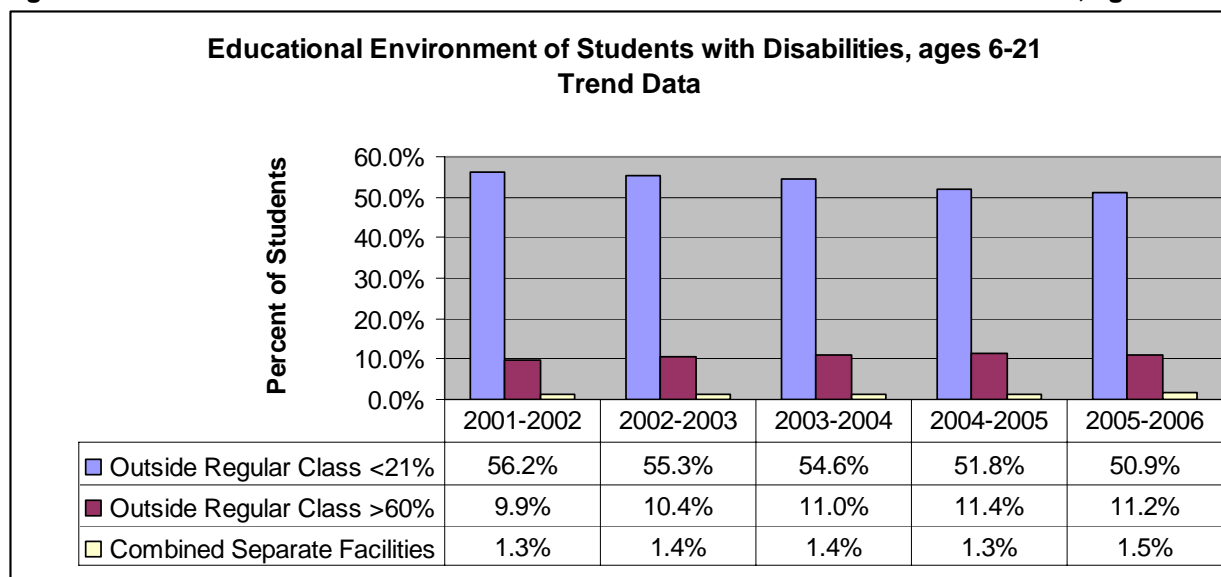
Education Environment	Special Education Setting Count <sup>1</sup>	Special Education Child Count, ages 6-21 <sup>2</sup>	Educational Placement Percent
Removed from Regular Class < 21% of the day	8785	17248	50.9%
Removed from Regular Class >60% of the day	1928	17248	11.2%
Combined Separate Facilities <sup>3</sup>	266	17248	1.5%

<sup>1</sup> Special Education Setting Count is reported annually as part of OPI's December 1st Child Count Data Collection

<sup>2</sup> Special Education Child Count, ages 6-21 is reported annually on December 1st.

<sup>3</sup> Combined Separate Facilities include a count of students with disabilities, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

Trend data are presented in Figure 4 for the educational placement of students with disabilities, ages 6-21, in order to compare educational placement patterns over time.

**Figure 4. Montana's Educational Placement Trend Data for Students with Disabilities, ages 6-21****Analysis of Target Data for FFY 2005 (2005-2006 School Year)**

The target data for FFY 2005 indicate that out of 17,248 students with disabilities, ages 6-21, being served in special education, 50.9 percent are removed from regular education for less than 21 percent of the school day, while 11.2 percent are removed from regular classrooms for greater than 60 percent of the school day. A small percentage of students with disabilities (1.5%) receive their education in public or private separate facilities (see Table 11 above).

Trend data indicate a 1.3 percent average annual decrease over the last four years in the percentage of students removed from regular class less than 21 percent of the day, and a .3 percent average annual increase over the last four years in the percentage of students educated outside the regular classroom for more than 60 percent of the day.

**Assessing State Progress in Meeting the FFY 2005 Performance Target**

The data presented in Table 12 below is used to assess the state's progress in meeting its performance target for FFY 2005. The state set a target, based on a minimum N of 10, of 50 percent of students with disabilities removed from regular class less than 21 percent of the day, 12 percent of students with disabilities removed from regular class for more than 60 percent of the day, and 1.8 percent of students with disabilities served in public or private separate facilities, within a 95 percent confidence interval.

**Table 12. Montana's Performance Target Status for FFY 2005**

Spp Indicator Number	Education Environment	Special Education Educational Placement Count	Special Education Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	Spp Performance Target	State Performance Status
Indicator 5A	Removed from Reg Class < 21% of day	8785	50.9%	52.0%	49.9%	50.0%	Met Target
Indicator 5B	Removed from Reg Class >60% of day	1928	11.2%	12.7%	9.8%	12.0%	Met Target
Indicator 5C	Combined Separate Facilities	266	1.5%	3.9%	0.6%	1.8%	Met Target

**Indicator 5A**

For FFY 2005 (2005-2006 school year), 50.9 percent of students with disabilities received special education and related services outside the regular classroom for less than 21 percent of the day. The established performance target is 50 percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

**Indicator 5B**

For FFY 2005 (2005-2006 school year), 11.2 percent of students with disabilities received special education and related services outside the regular classroom for more than 60 percent of the day. The established performance target is 12 percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

**Indicator 5C**

For FFY 2005 (2005-2006 school year), 1.5 percent of students with disabilities are educated in public or private separate facilities. The established performance target is 1.8 percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

**LEA Review**

Montana also conducted a review of LEA educational placement rates for students with disabilities, ages 6-21, to evaluate an LEA's progress in meeting the state's performance target for FFY 2005. For FFY 2005 (2005-2006 school year), 400 LEAs reported students with disabilities, ages 6-21. Of those LEAs reporting, 40.8 percent or 163 LEAs did not meet the requirement of a sample size of a minimum N of 10 for statistical analysis, while 59.3 percent or 237 LEAs met the minimum N of 10 requirement and were included in the evaluation that follows.



**Indicator 5A**

Based on a minimum N of 10, 91.1 percent of the LEAs or 216 LEAs met the state's performance target for this indicator, within a 95 percent confidence interval. On the other hand, 8.9 percent or 21 LEAs did not meet the state's performance target for this indicator, within a 95 percent confidence interval. Further in-depth review of the 21 LEAs not meeting the state's performance target for this indicator indicated that the districts had a predominant number of students with significant learning disabilities that required special education instruction to be provided in a special education setting. Therefore, the students are removed from the regular classroom setting for more than 21 percent of the school day. In all cases placement decisions were made by the IEP team and approval for the placement made by the parent.

**Indicator 5B**

Based on a sample size of a minimum N of 10, 97.5 percent or 231 LEAs met the state's performance target for this indicator, within a 95 percent confidence interval. A 2.5 percent or six LEAs did not meet the state's performance target for this indicator, within a 95 percent confidence interval. Through, in-depth review of the six LEAs not meeting the state's performance target for this indicator, it was determined that the six LEAs have a predominant number of students with significant learning disabilities that require instruction be provided through special education. Therefore, the students received special education instruction away from the regular classroom setting for more than 60 percent of the school day.

**Indicator 5C**

Based on a sample size of a minimum N of 10, 97.9 percent or 232 LEAs met the state's performance target for this indicator, within a 95% confidence interval. 2.1 percent or 5 LEAs did not meet the state's performance target for this indicator, within a 95 percent confidence interval. Through in-depth review of the 5 LEAs not meeting the state's performance target for this indicator indicated that the districts have developed unique special education cooperative programs such as programs established to serve children with autism or specialized day treatment programs within their geographical boundaries.

Montana requires parent approval for placement on an annual basis. Placement decisions are determined by the student's IEP team of which the parent is a member. No corrective actions were given in 2005-2006 related to settings of service (placements).

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 School Year)**

The five Montana CSPD regions conducted professional development activities in the following areas: differentiated instruction, frameworks for understanding poverty, reading instruction (DIBELS), behavioral supports, instructional strategies, curriculum, discipline, early literacy and language assessment design.

In addition, the CSPD regions and the state have provided professional development in conjunction with the state personnel development grant goals.

- 1, Access to the general education curriculum. These professional development opportunities have focused on lesson planning templates, standards-based differentiated lessons, and problem-solving. Intensified reading interventions in using SBRR (Scientifically Based Reading Research) strategies to teach students with disabilities were held in collaboration with Reading First training cohorts. Other professional development activities have been focused on special education teachers and reading teachers not associated with Reading First schools. Project STRIDE: Strengthening Teacher Retention, Instructional Design and Evaluation has also supported a high implementing high school to hone their skills in co-teaching, collaborative teaching and differentiated instruction. This high school has provided outreach to further extend the influence of these initiatives at other high schools across the state.
2. Early Intervening Services – The state, in collaboration with the University of Montana, has been working with four pilot sites to systemically evaluate training and technical assistance activities to determine the necessary components for a support model for rural districts to implement an effective RtI model.

3. Teacher training and retention – An annual mentor institute has been held to facilitate and support schools to provide mentor program for new special education teachers. Content of the institute focused on a skill level, and the refinement and completion of Mentor Program templates.

Through the CSPD, collaborative trainings have been hosted for the Reading First cohorts in the use of assistive technology. Ongoing trainings are being planned through Mon-Tech and PLUK.

The Higher Education Consortium made up of representatives from each of Montana's universities hosted an institute (professional development) for higher education faculty. Response to Intervention, differentiated instruction, and training on the IRIS modules were the topics for professional development.

The OPI continued to work with PLUK, the parent training and information center. The PLUK provided training in assistive technology, positive behavioral supports, and instructional strategies.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006 School Year)**

*[If applicable]*

No revisions were made to the State Performance Plan.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: FAPE in the LRE**

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Given a minimum N of 10, the percent of children in Early Childhood Settings, Part-time Early Childhood/Part-time Early Childhood Sp Ed Settings, and Home Settings will maintain 54.8%, within a 95% confidence interval.

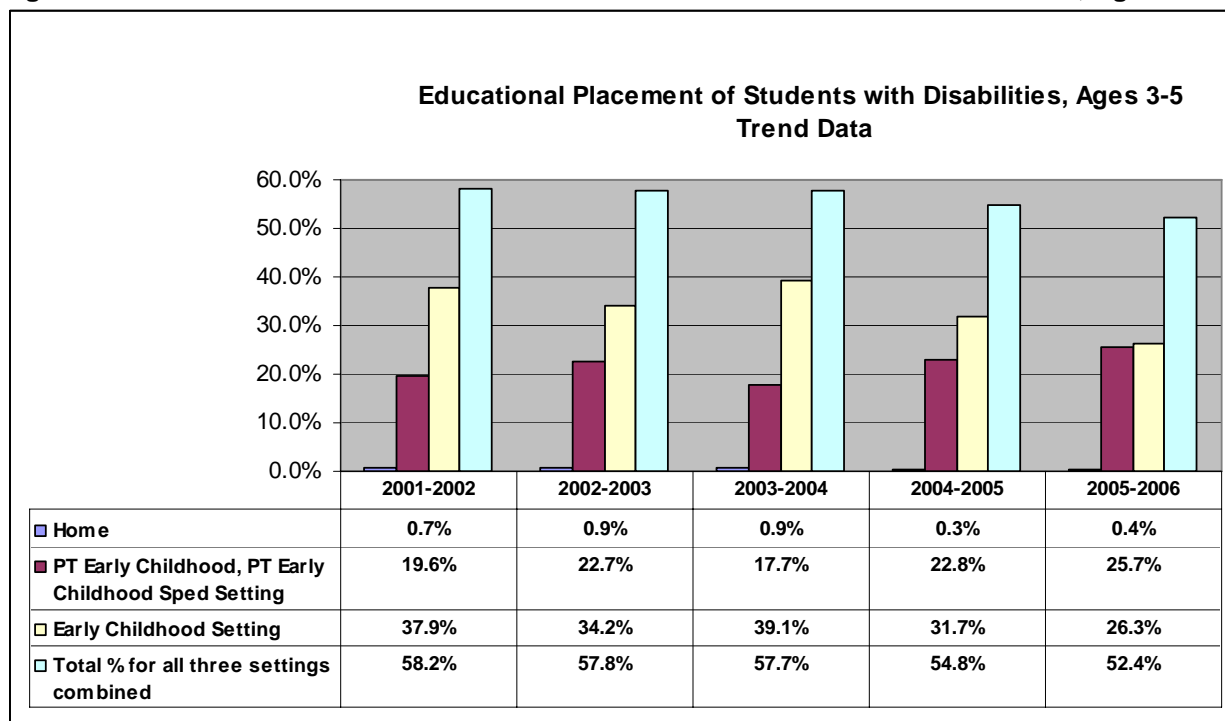
**Actual Target Data for FFY 2005 (2005-2006 School Year)**

The FFY 2005 educational placement target data for students with disabilities, ages 3-5, are provided in Table 13 below.

**Table 13. Montana's Educational Placement Data for School Year 2005-2006**

Education Environment	Special Education Educational Placement Count <sup>1</sup>	Special Education Child Count, ages 3-5 <sup>2</sup>	Special Education Educational Placement Percent
Early Childhood Setting	507	1925	26.3%
Home	7	1925	0.4%
Part-time Early Childhood, Part-time Early Childhood Special Education Setting	494	1925	25.7%
<b>Total for the three settings</b>	<b>1008</b>	<b>1925</b>	<b>52.4%</b>
<sup>1</sup> Special Education Educational Placement Count is reported annually as part of OPI's December 1st Child Count Data Collection			
<sup>2</sup> Special Education Child Count, ages 3-5, is reported annually on December 1st.			

Trend data for the educational placement of students with disabilities, ages 3-5, are presented in Figure 5 below in order to compare educational placement patterns over time.

**Figure 5. Montana's Educational Placement Trend Data for Students with Disabilities, Ages 3-5****Analysis of Target Data for FFY 2005 (2005-2006 School Year)**

The target data for FFY 2005 show that of the 1,925 students with disabilities, ages 3-5, 52.4 percent are receiving special education and related services in settings with typically developing peers. Further, the data indicate that 26.3 percent are being served in early childhood settings, while 25.7 percent are served in part-time early childhood/part-time early childhood special education settings. A small percentage of students with disabilities (.4%) receive special education and related services in the home.

Trend data show that the percentage of students with disabilities, ages 3-5, who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) has declined slightly. The overall percentage of the three setting categories varied between years, but ranged from 58.2 percent in FFY 2001 to 52.4 percent in FFY 2005. Further, year-to-year variations in the percentages of students with disabilities, ages 3-5, are evident within each setting.

**Assessing State Progress in Meeting the FFY 2005 Performance Target**

The data presented in Table 14 below is used to assess the state's progress in meeting its performance target for FFY 2005. The state set a target, based on a minimum N of 10, of 54.8 percent of students with disabilities, ages 3-5, will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings), within a 95 percent confidence interval.

**Table 14. Montana's Performance Target Status for FFY 2005**

Spp Indicator Number	Education Environment <sup>1</sup>	Special Education Educational Placement Count	Special Education Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	Spp Performance Target	State Performance Status
Indicator 6	Education Environment, Ages 3-5	1008	52.4%	55.4%	49.3%	54.8%	<b>Met Target</b>
<sup>1</sup> Education Environment includes the following settings with typically developing peers: Early Childhood Setting, Part-time Early Childhood/Part-time Early Childhood Special Education Setting and home.							

The data indicate 52.4 percent of students with disabilities, ages 3-5, received special education and related services in settings with typically developing peers for FFY 2005 (2005-2006 school year). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

While the percentage of children with IEPs placed in Early Childhood Settings declined from 39.1 percent to 26.3 percent since the 2003-2004 school year, the percentage of children reported to have Part-time Early Childhood plus Part-time Early Childhood Special Education placements increased from 17.7 percent to 25.7 percent. Teams developing IEP for preschool-age children seem increasingly likely to consider combining placements at public school settings with other settings that include greater numbers of typically developing children.

### **LEA Review**

Montana also conducted a review of LEA educational placement rates for students with disabilities, ages 3-5, to evaluate an LEA's progress in meeting the state's performance target for FFY 2005. For this indicator, 193 LEAs reported students with disabilities, ages 3-5. Of those LEAs reporting, 74.1 percent or 143 LEAs did not meet the requirement of a sample size of a minimum N of 10 to yield statistically reliable information, while 25.9 percent or 50 LEAs did meet the minimum N of 10 requirement and were included in the evaluation that follows.

Based on a minimum N of 10, 92 percent or 46 LEAs met the state's performance target, within a 95 percent confidence interval. On the other hand, 8 percent or 4 LEAs did not meet the state's performance target. An in-depth review of the 4 LEAs not meeting the state's performance target indicates that the most common educational placement for students with disabilities, ages 3-5, is *Early Childhood Special Education* settings.

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 School Year)**

The OPI delivered the improvement activities identified in the State Performance Plan submitted in December 2005. Examples of capacity building efforts include:

1. An entire strand at the Montana Behavioral Initiative (MBI) Conference devoted to instructional and intervention strategies suited to early childhood settings.
2. On-site consultations at various public school and Head Start settings.
3. Collaborative Part B-Part C discussions with Part C providers.
4. Capacity building collaborations with the Governor's Task Force on School Readiness, Pre-K Now, and other linkages to community-based, early childhood programs.

The OPI continues to partner with national and regional technical assistance partners, National Early Childhood Technical Assistance Center (NECTAC) and Mountain Plains Regional Resource Center (MPRRC) to access technical resources that OPI staff will apply at local levels. Also, the OPI intends to continue to use the Early Childhood Partnership for Professional Development (ECPD), an ad hoc

committee of its Comprehensive System of Personnel Development Council, to plan, organize, implement, and evaluate early childhood training and technical assistance activities. This committee heavily involves representation from both the OPI and Department of Public Health and Human Services (Early Childhood Services Bureau), Developmental Disabilities Program (lead agency for the Part C Early Intervention Program), and public school representatives (administrators, special education teachers, related service personnel, and regular classroom teachers). Representatives from both the state government and local community levels participate in this committee. Other representatives include higher education, Head Start, and Montana's child care community. Technical assistance topics and strategies planned or under consideration include:

1. Transitions from Part C (interpreting the IFSP placement and services)
2. Identifying the family's out-of-home child care alternatives
3. Exploring consultative models and co-teaching with Head Start
4. Implementing classroom-based speech and language interventions rather than "pull-out" methods
5. Conducting classroom-based assessments and observations in non-school settings
6. Using and interpreting DIBELS in non-school settings

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006 School Year)**

*[If applicable]*

No revisions were made to the State Performance Plan.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: FAPE in the LRE****Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:****A. Positive social-emotional skills (including social relationships):**

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

If a + b + c + d + e does not sum to 100%, explain the difference.

**B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):**

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
(Insert FFY)	To be determined

**Actual Target Data for** (Insert FFY)

To be determined

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for** (Insert FFY)

To be determined

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for** (Insert FFY)  
[If applicable]

The OPI implemented data collection and reporting procedures during the spring of 2006 to collect entry data for this performance indicator. The entry data has been included in the State Performance Plan as directed by OSEP. Entry data was collected for all children, ages 3, 4 and 5, entering the Part B program.



**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

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**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	100% of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

**Actual Target Data for FFY 2005 (2005-2006 School Year)**

The Developmental Disabilities Program (DDP) is the lead agency for the IDEA Part C Early Intervention Program. In its report to the U.S. Department of Education (Table 3) for the period of July 1, 2005-June 30, 2006, it showed that 748 children exited the Part C program. Of these, 192 children completed their ISFP prior to reaching the maximum age for Part C. The remaining children were reported as follows:

- Part B eligible 213
- Part B eligible but continuing in Part C 10
- Not eligible for Part B, but referred to other programs 50
- Not eligible for Part B, no referrals made 19
- Part B eligibility not determined 57

A total of 207 children were reported as exiting for other reasons.

A review of complaints, due process, and mediation data shows that no corrective actions were issued to LEAs for failure to participate in transition planning meetings, implement child find procedures, or to have an IEP developed and implemented by the third birthday.

As a part of compliance monitoring activities, the OPI monitoring personnel review a sample of student records to determine if children referred by a Part C service provider agency have an IEP in place at the age of three. Review of reports from 75 entities monitored during FY '06 identified no instances of noncompliance with respect to 34 CFR 300.111 *Child Find* or 34 CFR 300.124 *Transition of children from the Part C program to preschool programs*.

Based on an analysis of the above data, it was determined that the state met the performance target.

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 School Year)**

The OPI is currently developing an electronic student-based information and management system known as Achievement in Montana (AIM) which will be fully implemented in 2008-2009. When implemented, it will allow for the collection and reporting of all data related to this indicator.

The OPI continues to monitor LEAs for compliance with this indicator, as well as to provide technical assistance and training on effective child find practices to the LEAs. The OPI staff are always available to answer questions from parents, other agencies and LEAs to assist them in their child find efforts.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006 School Year)**

Revisions were made to the State performance Plan. In its letter of 2/27/06, the OSEP directed the OPI to provide baseline data for 2004-2005 as well as to report progress data for 2005-2006. To address this requirement the OPI revised its State performance Plan as follows: 2004-2005 data was added to the State Performance Plan, and data analysis provided. No revisions were made to targets or improvement activities.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	To be determined

**Actual Target Data for FFY 2005 (2005-2006 school year)**

To be established

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006 school year):**

Not required

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006 school year):***[If applicable]*

The OPI provided information to LEAs in spring of 2006 to make them aware of the requirements for the collection of data for this performance indicator in spring of 2007 and to help ensure they informed graduating students of the followup survey to be conducted. Data collected in spring of 2007 will be used to establish baseline, targets and improvement activities for the State Performance Plan in February 2008. Information on the collection of post-school outcome data has been placed in the revised 2007 State Performance Plan in accord with OSEP instructions.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	100% of the findings of noncompliance are corrected within one year from identification.

**Actual Target Data for FFY 2005 (2005-2006 school year)****Noncompliance Identified Through Complaints, Due Process Hearings and Mediations**

An analysis of data from FFY 2004 (2004-2005) and FFY 2005 (2005-06) shows that all instances of noncompliance identified through due process hearings and formal complaints were completed within the one-year timeline. Montana has a very low incidence of due process hearings and complaints. When they do occur and reports issued, required corrective actions are implemented almost immediately. Within the one-year timeline, 100 percent of noncompliance was completed.

**Table 15. Number and Percent of Resolved Signed Written Complaints with Reports for the 2005-2006 School Year**

Number of Complaints with Reports issued	Number of Reports within Timeline	Number of Reports within Extended Timelines	Percent of Complaints with Reports Issued Resolved on Time
2	2	0	100.0%

**Findings of Noncompliance for Corrective Action Plans (CAPs) and Confidential Memorandums (CMs) identified through compliance monitoring activities.**

**Correction of noncompliance for nonpriority areas (2004-2005)**

In FFY 2004 (2004-2005) a total of 51 LEAs were monitored for compliance in accord with the established compliance monitoring cycle. Of these, 17 LEAs were determined to be in full compliance and no corrective actions were issued. The remaining 34 LEAs received a total of 138 required corrective action steps. Thirty of the 34 LEAs completed all required actions within the one-year timeline. One LEA, which had received four corrective actions, exceeded the one-year timeline by three months. The LEA which did not meet the required one-year timeline is a small LEA with an enrollment of less than 100 students and served by one special education teacher. The teacher participated in required training, but was not able to provide the documentation required of the corrective actions because it was dependent on a student(s) being referred to special education and the teacher's demonstration that written documentation of referral through evaluation met all of the standards for compliance. The LEA did not have a new referral of a student suspected of having a disability within the required timeline. No sanctions were required. In summary, 97.1 percent of noncompliance related to nonpriority areas was corrected within the one-year timeline.

**Analysis of Target Data for FFY 2005 (2005-2006 school year)**

Through a statistical screening process conducted by the OPI using child count data, six LEAs were identified for further review to determine whether there was disproportionate representation as a result of inappropriate identification practices. Upon refinement and validation of child count data, none of the districts were identified as having either a disproportionate representation of groups in special education or in specific disability categories as the result of inappropriate identification. Therefore, no corrective actions were given.

In FFY 05 (2005-2006) a total of 75 LEAs were monitored for compliance. Of these, 27 LEAs were determined to be in full compliance and no corrective actions were issued.. The remaining 48 LEAs received a total of 139 required corrective action steps. Of the corrective actions issued, Definition of Individualized Education Program was cited most frequently with 25 CAPs issued. The most common areas cited were Progress Reports, Transition assessments, and Post-secondary Goals. Determination of needed evaluation data was the next most cited item with 17 citations issued. This resulted from failure of personnel to appropriately document a review of existing evaluation data (REED). The next most frequently cited corrective action was Comprehensive Educational Evaluation Process. Of the 15 corrective actions issued under this regulation, CST reports commonly did not contain:

- Current classroom-based assessments that included the student's involvement and progress in the general curriculum
- Assessment summaries for all assessments indicated on the Evaluation Plan
- Implications for educational planning for all assessment areas
- A statement of the need for special education

No corrective actions were issued for violating the 60-day evaluation timeline.

Confidential memorandums are student specific and generally require that the LEA convene a CST or IEP meeting to address the specific concern. In many cases, a single confidential memorandum (CM) identified more than one regulation. A total of 40 citations of federal and state administrative rules were made. Comprehensive Educational Evaluation Process was the most identified area with 23 of the 75 LEAs monitored for procedural compliance receiving confidential memos (CM). Of the 15 CMs issued for Comprehensive Educational Evaluation Process most included:

- CST report did not contain all required components
- Current classroom-based assessments did not include the student's involvement and progress in the general curriculum
- Lack of observations by teachers and/or related services providers
- Failure to complete all assessments that were marked on the Evaluation Plan
- Needing implications for educational planning for all assessment areas
- Insufficient disability criteria and documentation of the need for special education and related services

The OPI ensures the one-year timeline is met through an electronic tracking system. It is fully anticipated that all 2005-2006 corrective actions will be completed within the one-year timeline.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 school year)****Revise Focused Intervention activities to better align with SPP indicators—Ongoing**

In 2005-2006, the OPI reviewed its monitoring procedures and revised its Focused Intervention procedures to focus more on issues related to disproportionality, as well as to include a structure for use in making LEA determinations for technical assistance and intervention aligned with the requirements of IDEA 2004 and its implementing regulations.

The continuous improvement process has been designed to be incorporated in the E-Grants system under development by the OPI with its contractor. Applicants for Part B funds who have not met a state performance target will be required to identify activities they will implement to improve outcomes related to the performance target.

**Continue to use the monitoring tracking system to ensure timelines are addressed—Ongoing**

The monitoring unit manager oversees the monitoring tracking system to ensure LEAs meet timelines and all corrective actions are met within the one year timeline.

**Review status of LEAs' corrective actions on a monthly basis and report that status to the monitoring staff—Ongoing**

The monitoring tracking system is updated weekly and reviewed on a monthly basis to ensure timelines are met.

**Provide follow-up to LEAs to ensure they are moving toward completion of their corrective actions in the timeline given—Ongoing**

Using the monitoring tracking process, LEAs are regularly informed of their progress and timeline for meeting corrective actions.

**Implement sanctions, as appropriate, to ensure LEAs complete required corrective actions—Ongoing**

To date, this has not been necessary.

## APR Template – Part B (4)

Montana  
State

The SEA has implemented a Department reorganization providing improved oversight of monitoring activities and correction of noncompliance. Additionally, monitoring practices and documentation instruments have been standardized and implemented.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005**

*[If applicable]*

No revisions are required to the State Performance Plan.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$ .

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	100% of signed written complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint.

**Actual Target Data for FFY 2005 (2005-2006 school year)**

**Table 16. Number and Percent of Resolved Signed Written Complaints with Reports for the 2005-2006 School Year**

Number of Complaints with Reports issued	Number of Reports within Timeline	Number of Reports within Extended Timelines	Percent of Complaints with Reports Issued Resolved on Time
2	2	0	100.0%

The OPI received two written complaints that required investigation. Both were completed within the timelines.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 school year)**

Montana has met the performance target of 100 percent.

The OPI continues to implement the Early Assistance Program to reach early resolution to potential problems. In addition, the OPI continues to use part-time seasonal personnel to serve in a technical assistance capacity and IEP facilitator as needed for LEAs to resolve conflicts.

These improvement strategies have been found to be effective and will continue.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY) (If applicable)**

No revisions were made to the State Performance Plan.



**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

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**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	100% of due process hearing will be fully adjudicated within the 45-day timeline or properly extended timeline.

**Actual Target Data for FFY 2005 (2005-2006 school year)****Table 17. Number and Percent of Fully Adjudicated Due Process Hearings for the 2005-2006 School Year**

Number of Fully Adjudicated Due Process Hearings	Number of Hearings with Decisions within Timeline	Number of Hearings with Decisions within Extended Timeline	Percent of Fully Adjudicated Due Process Hearing Decisions within Timeline
0	0	0	100%

Of six hearing requests, five were resolved without a hearing and one was given a properly extended timeline into FFY 2006 (state FY'07).

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 school year)**

The OPI met the performance target. Montana continues to have a very low rate of due process hearings. This is the result of timely and effective technical assistance provided to districts and families.

Training was provided to hearing officers. Additionally, hearing officers are invited to participate in teleconferences sponsored by the MPRRC for the purposes of ongoing training and the hearing officers have access to the special education connection Web site.

Parents Let's Unite for Kids (PLUK) staff, the Early Assistance Program at the Office of Public Instruction, and personnel from the Protection and Advocacy program have been working toward early resolution on due process concerns.

The Legal Division in the OPI monitored timelines for due process hearings to ensure ongoing compliance with timeline provisions.

The improvement strategies are effective and, therefore, no changes are required.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for** *(Insert FFY)*  
*[If applicable]*

No revisions required.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: Effective General Supervision Part B / General Supervision****Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	Given a minimum number of 10, 50% of mediations will result in a written settlement agreement.

**Actual Target Data for FFY 2005 (2005-2006 school year)**

The SEA had no mediation requests. Two mediations were held related to due process requests and both of these were unsuccessful.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 school year)**

The OPI provided information on the mediation process and the benefits of a mediated agreement as a part of its training activities to LEAs, parents, and advocacy groups. The OPI also made available trained mediators for LEAs, upon request, at no cost.

Improvement strategies have been determined to be effective. No changes are required.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)***[If applicable]*

No revisions were made to the State Performance Plan.

**Part B State Annual Performance Report (APR) for FFY 2005****Overview of the Annual Performance Report Development**

Refer to page one

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	All reports will meet OSEP timelines and be accurate 100% of the time.

**Actual Target Data for FFY 2005 (2005-2006 school year)**

The OPI has met the designated timelines for submitting 618 data and the Annual Performance Report for FFY 2005 (2005-2006 school year). Prior to submission, the data were reviewed and validation checks performed to ensure the accuracy of the data being submitted. Montana has met the state's performance target for this indicator.

All special education data collections are web-based applications that are secure and require assigned user names and passwords to access. The electronic web-based applications increase the accuracy of the data collected by using validation checks built into the applications that make reporting incorrect data more difficult to do. All applications have validation checks built in to minimize data entry errors (e.g., birthdates are checked against reported age, setting of service, and disability category). Further, manual checks are conducted to ensure that all entities have reported and to detect anomalies and any inconsistencies. Data are routinely reviewed through the use of year-to-year comparisons, particularly for counts with a 10 percent change from the prior year. The OPI contacts districts with large changes or unusual findings to determine if errors in data collections or reporting occurred.

The OPI provides a variety of ways for data providers to access guidance in reporting data. These include a comprehensive instruction manual for each application, on-line trainings either live or through a step-by-step video-on-demand training module that walks the user through the application from beginning to end. In addition, an OPI staff person is available to provide assistance to school districts throughout the reporting period.

Montana is one of a few states that has been cleared to submit 618 data through EDEN.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005 (2005-2006 School Year)**

The OPI continues to make on-time technical assistance available to schools in a variety of formats to ensure accuracy of reporting. Electronic systems contain validation checks to ensure accuracy of reporting.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006 School Year)**

*[If applicable]*

The targets in the State Performance Plan have been revised to include accuracy.

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SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1352	10216
4	1386	10482
5	1318	10535
6	1418	10936
7	1475	11190
8	1528	11903
HIGH SCHOOL (SPECIFY GRADE: ____10____)	1276	11790

<sup>1</sup>At a date as close as possible to the testing date.

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	1217	738	27	0
4	1305	862	27	0
5	1204	803	38	0
6	1316	807	39	0
7	1387	836	65	0
8	1450	824	74	0
HIGH SCHOOL (SPECIFY GRADE: <u>_10_</u> )	1143	509	89	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL (SPECIFY GRADE: <u>  10  </u> )	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).



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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	98	0	98	0	0
4	79	0	79	0	0
5	105	0	105	0	0
6	82	0	82	0	0
7	73	0	73	0	0
8	86	0	86	0	0
HIGH SCHOOL (SPECIFY GRADE: <u>10</u> )	102	0	102	0	0

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	16	0
4	0	11	0
5	0	16	0
6	0	8	0
7	0	23	0
8	0	22	0
HIGH SCHOOL (SPECIFY GRADE: <u>10</u> )	0	19	0

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Novice	N. Proficient	Proficient	Advanced						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CRT	506	268	316	127						1217
4	CRT	612	288	297	108						1305
5	CRT	584	297	247	76						1204
6	CRT	706	320	228	62						1316
7	CRT	784	372	188	43						1387
8	CRT	841	391	180	38						1450
HIGH SCHOOL (SPECIFY GRADE: __10__)	CRT	723	296	94	30						1143

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	<b>Novice</b>	<b>N. Proficient</b>	<b>Proficient</b>	<b>Advanced</b>						9C ROW TOTAL <sup>6</sup>
		Achievement Level <sup>5</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CRT-Alternate	26	14	43	15						98
4	CRT-Alternate	17	12	35	15						79
5	CRT-Alternate	23	16	40	26						105
6	CRT-Alternate	18	14	27	23						82
7	CRT-Alternate	15	12	25	21						73
8	CRT-Alternate	18	12	28	28						86
HIGH SCHOOL (SPECIFY GRADE: ____10____)	CRT-Alternate	18	20	18	46						102

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_Proficient\_\_\_\_

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)\*

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
GRADE LEVEL					
3	1217	0	98	16	1331
4	1305	0	79	11	1395
5	1204	0	105	16	1325
6	1316	0	82	8	1406
7	1387	0	73	23	1483
8	1450	0	86	22	1558
HIGH SCHOOL (SPECIFY GRADE: ____10__)	1143	0	102	19	1264

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1352	10216
4	1386	10482
5	1318	10535
6	1418	10936
7	1475	11190
8	1528	11903
HIGH SCHOOL (SPECIFY GRADE: <u>10</u> )	1276	11790

<sup>1</sup>At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	1216	717	53	0
4	1304	867	44	0
5	1205	792	76	0
6	1315	790	50	0
7	1391	853	64	0
8	1452	832	70	0
HIGH SCHOOL (SPECIFY GRADE: <u>10</u> )	1148	550	80	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).



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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	99	0	99	0	0
4	79	0	79	0	0
5	104	0	104	0	0
6	81	0	81	0	0
7	73	0	73	0	0
8	87	0	87	0	0
HIGH SCHOOL (SPECIFY GRADE: __10____)	103	0	103	0	0

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	17	0
4	0	12	0
5	0	14	0
6	0	8	0
7	0	18	0
8	0	20	0
HIGH SCHOOL (SPECIFY GRADE: __10____)	0	14	0

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	<b>Novice</b>	<b>N. Proficient</b>	<b>Proficient</b>	<b>Advanced</b>						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CRT	337	311	392	176						1216
4	CRT	410	334	445	115						1304
5	CRT	409	338	352	106						1205
6	CRT	491	376	383	65						1315
7	CRT	598	370	368	55						1391
8	CRT	637	371	395	49						1452
HIGH SCHOOL (SPECIFY GRADE: __10__)	CRT	596	268	246	38						1148

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_Proficient\_\_\_\_

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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STATE: \_\_\_\_ Montana \_\_\_\_

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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**TABLE 6**  
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE**  
**ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2005-06

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STATE: \_\_\_\_Montana\_\_\_\_

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Novice	N. Proficient	Proficient	Advanced						9C ROW TOTAL <sup>6</sup>
		Achievement Level <sup>5</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CRT-Alternate	10	15	38	36						99
4	CRT-Alternate	8	11	26	34						79
5	CRT-Alternate	10	12	39	43						104
6	CRT-Alternate	11	10	24	36						81
7	CRT-Alternate	10	7	22	34						73
8	CRT-Alternate	11	10	22	44						87
HIGH SCHOOL (SPECIFY GRADE: __10__)	CRT-Alternate	12	11	24	56						103

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_Proficient\_\_\_\_

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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**TABLE 6**  
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE**  
**ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2005-06

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
GRADE LEVEL					
3	1216	0	99	17	1332
4	1304	0	79	12	1395
5	1205	0	104	14	1323
6	1315	0	81	8	1404
7	1391	0	73	18	1482
8	1452	0	87	20	1559
HIGH SCHOOL (SPECIFY GRADE: <u>10</u> )	1148	0	103	14	1265

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

For the 2005-2006 school year for both the CRT and the CRT-Alternate, Montana uses an enrollment count taken in the spring close to the testing window. However, the enrollment count is not a student-level count rather a roll-up count by subgroup. Therefore, the discrepancy between the enrollment count and the numbers tested could be the result of any of several factors and without a student-level record system, there is no way to tell the reason for the discrepancy between the IEP count and the number of students tested. Montana is working to resolve this issue. Montana is in the process of developing a student-level database system that will should be fully operational by the 2008-09 school year.

# Appendix B

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TABLE 7  
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
2006-07

PAGE 1 OF 1  
OMB NO.: 1820-NEW  
FORM EXPIRES: XX/XX/XXXX

STATE: \_\_\_\_\_ Montana \_\_\_\_\_

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	4
(1.1) Complaints with reports issued	2
(a) Reports with findings	2
(b) Reports within timeline	2
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	2
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	0
(2.1) Mediations	
(a) Mediations related to due process	2
(i) Mediation agreements	0
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests	
(3) Hearing requests total	6
(3.1) Resolution sessions	2
(a) Settlement agreements	2
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	3



## Appendix B

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0